

# Wisconsin Birth to 3 Work Force Survey- Initial Results

**Do not distribute – For discussion only. (February 10, 2005 Birth to 3 Wisline Presentation)**

The purpose of this survey was to gain: 1) a better understanding of the background and preparation of people who work in Wisconsin's Birth to 3 Program, and 2) insights into their perceptions about the strengths and challenges of working in early intervention.

The survey was divided into 6 sections: I) Career Choices, II) Preparation for Early Intervention, III) Employment and Professional Development/Continuing Education, IV) Retention of Personnel, V) Other Comments, and VI) Demographic Background Information.

This survey resulted from the work of the Wisconsin Birth to 3 Interagency Coordinating Council, Personnel Development Work Group. Linda Tuchman, chair of the workgroup, is the lead investigator for this study and prepared this report with assistance from Amy Feiker, UW-Madison, Doctoral student. Contact Linda with questions at: [tuchman@waisman.wisc.edu](mailto:tuchman@waisman.wisc.edu).

**204 people who work in Wisconsin's Birth to 3 Program responded.**

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## CAREER CHOICES

**I originally chose to work in early intervention because I:**

Choice (Select up to 3 choices.)	All	Contracted providers
Wanted to work with children, particularly young ones	161 (79%)	
Wanted to work with families in a family-centered context	86 (42%)	
Valued the work of early intervention	86 (42%)	

**Now I work in early intervention because I:**

Choice (Select up to 3 choices.)	Count (Percentage)
Valued the work of early intervention	164 (80%)
Wanted to work with children, particularly young ones	140 (69%)
Wanted to work with families in a family-centered context	122 (60%)

**The most satisfying aspects of working in early intervention are:**

Choice (Select up to 3 choices.)	Count (Percentage)
Making a difference for children and families	162 (79%)
Seeing children grow and change	93 (46%)
Building relationships with families	91 (45%)

## WHO PARTICIPATED IN THE SURVEY?

**Position (Check all that apply.)**

Count (Percentage)	Choice
77 (38%)	Service Coordinator
50 (25%)	Early Childhood Special Education Teacher
35 (17%)	Administrator/Program Coordinator
32 (16%)	Speech Language Pathologist
23 (11%)	Occupational Therapist
21 (10%)	Physical Therapist
6 (3%)	Parent Facilitator
4 (2%)	Nurse
4 (2%)	Assistant Teacher
1 (0%)	Nutritionist
10 (5%)	Other (specify): Social worker(6), parent educator (4),Teacher/educator (5)

**Primary Responsibility (Click only one.)**

135 (66%)	Direct Service
34 (17%)	Both
20 (10%)	Administrative
14 (7%)	Left blank
203 (100%)	TOTAL

**Employing Agency (Click the most appropriate.)**

95 (47%)	Contracted Birth to 3 Provider
58 (28%)	County
12 (6%)	Rehabilitation Agency
5 (2%)	Hospital
5 (2%)	CESA/School District
1 (0%)	Self-Employed
8 (4%)	Other (specify): Health Dept. (2), EHS (1), non-profit (3), other health (2)
19 (10%)	Left blank
203 (99%)	TOTAL

**Relation to the County's Birth to 3 Program (Click the most appropriate.) Education**

Count (Percentage)	Choice	BA/BS
82 (40%)	Under contract from an agency contracted by a county	64 (31%) MA/MS (ECSE most frequent)
53 (26%)	Employed by a county	10 (5%) Associate
46 (23%)	Under contract from a county	1 (0%) Ph.D.
22 (11%)	Left blank	13 (6%) Other, specify:
203 (100%)	TOTAL	

**Organizational Diversity**

Question	Yes	No	Left blank	TOTAL
A. Do you speak fluently languages other than English? If Yes, which language(s)? (see below)	12 (6%)	171 (84%)	20 (10%)	203 (100%)

B. Do you work with children and families who are ethnically and/or linguistically diverse?	146 (72%)	40 (20%)	17 (8%)	203 (100%)
C. Are there bi-lingual staff at your agency to serve families who are linguistically diverse? If Yes, which language(s)? (see below)	80 (39%)	102 (50%)	21 (10%)	203 (99%)
D. Do you use interpreters for working with families who are linguistically diverse?	149 (73%)	32 (16%)	22 (11%)	203 (100%)
E. Is your background similar to the cultural and linguistic diversity of families you serve?	67 (33%)	117 (57%)	19 (9%)	203 (99%)
F. Are you parenting a child with special needs?	19 (9%)	167 (82%)	17 (8%)	203 (99%)
G. Do you have a disability?	3 (1%)	181 (89%)	19 (9%)	203 (99%)

Languages: Flemish, Sign Language, Spanish (6), French, Hmong (3), German.

Total Number of Years Employed in Birth to 3 (Past and current employment.) Click the most appropriate.)	Count (Percentage)
6 - 10 years	50 (25%)
More than 10 years	49 (24%)
3 - 5 years	45 (22%)
1 - 2 years	18 (9%)
7 - 11 months	13 (6%)
Less than 6 months	7 (3%)
Left blank	21 (10%)
TOTAL	203 (99%)

(Click the most appropriate.)

More than 10 years	88 (43%)
6 - 10 years	50 (25%)
3 - 5 years	29 (14%)
Left blank	20 (10%)
1 - 2 years	8 (4%)
7 - 11 months	7 (3%)
Less than 6 months	1 (0%)
TOTAL	203 (99%)

### Years Employed in Your Field or Discipline

Percent of Employment with the Birth to 3 Program (e.g. 50%, 100% based on 40 hour work week.):

Percent Time	Count (Percentage)
100%	96 (47%)
75%	14 (7%)
70%	6 (3%)
60%	9 (4%)
50%	23 (11%)
25%	4 (2%)

20%	3 (1%)
10%	2 (1%)
Other number	22 (11%)
Left blank	24 (12%)
TOTAL	203 (99%)

Annual Salary Range for your position in Birth to 3 (before taxes, based on full time equivalent of 1.0 or 100%. If you work for an hourly rate, 2080 hours = 1.0 FTE based on a 40 hour week )

A. Less than \$30,999	47 (23%)
B. \$30,000 - 39,999	58 (28%)
C. \$40,000 - 49,999	48 (24%)
D. \$50,000 - 59,999	18 (9%)
E. \$60,000 - 69,000	6 (3%)
F. \$70,000 or over	0 (0%)
Left blank	26 (13%)
TOTAL	203 (100%)

### Demographics of the County in Which You Work

High Population	120 (59%)
Medium Population	29 (14%)
Low Population	16 (8%)
Left blank	38 (19%)
TOTAL	203 (100%)

Northern Region	20 (10%)
Northeastern Region	43 (21%)
Southern Region	29 (14%)
Southeastern Region	41 (20%)
Western Region	20 (10%)
Left blank	51 (25%)
TOTAL	204 (100%)

### Do you provide services in more than one county?

Choice	Count (Percentage)
Yes	34 (17%)
No	148 (73%)
Left blank	21 (10%)
TOTAL	203 (100%)

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### Gender

Male	1 (0%)
Female	183 (90%)
Left blank	19 (9%)
TOTAL	203 (99%)

### What is your ethnic/racial background? (List taken from U.S. Census)

Choice	Count (Percentage)
A. White	166 (81%)
B. American Indian & Alaska Native	0 (0%)
C. Black/African American	6 (3%)
D. Hispanic/Latino	2 (1%)
E. Asian	5 (2%)
F. Other Pacific Islander	0 (0%)
G. Bi-Racial	1 (0%)
H. Unknown/Other	2 (1%)
Left blank	21 (10%)
TOTAL	203 (98%)

## ***PREPARATION FOR EARLY INTERVENTION***

In this section of the survey we were interested in learning 1) how ready providers felt for various aspects of work in early intervention and 2) what training options helped them feel prepared for the work.

### **READINESS**

**50% or more said “I could teach or coach someone else to do this work.”**

II.10 Conduct early intervention services in natural environments. (57%)

II. 11 Work as a member of a team with people in my own and other agencies (55%)

II.2 Participate in the IFSP process (e.g., evaluation/assessment, goal writing). (51%)

II.6 Assess children's development within the context of their natural environments (50%)

**An additional 75% or more reported: “I can do this work independently or teach or coach someone else to do this work.”**

II.19. Document work as required by law (e.g., reports, chart notes, plans).(89%)

II.8. Utilize time management skills.(89%)

II.16. Incorporate family routines and activities to meet goals. (82%)

II.17. Support families through transitions.(82%)

II.20. Recognize and manage the emotional aspects of my work (e.g., with team members, children, families, community partners) (81%).

II.4. Understand family dynamics, systems, and complexity. (80%)

II.5. Involve families in all aspects of early intervention processes.(79%)

**20-50% reported, “I still need occasional support, guidance or coaching to do this work.”**

II.13. Work with linguistically diverse English language learners.(44%)

II.15. Work with children with complex health care needs.(36%)

II.12. Work with families from diverse cultural/ethnic backgrounds. (35%)

II.7. Utilize culturally and disability appropriate evaluation/assessment processes.(31%)

II.21. Access resources to meet family and children outcomes. (29%)

- II.9. Understand the symptoms and etiologies of a range of developmental delays and disabilities.(27%)
- II.3 Follow basic Birth to 3 laws and regulations. (24%)
- II.14. Work with interpreters. (23%)

#### UNIVERSITY TRAINING

**An additional 75% or more reported: “I can do this work independently or teach or coach someone else to do this work.”**

- II.19. Document work as required by law (e.g., reports, chart notes, plans).(89%)
- II.8. Utilize time management skills.(89%)
- II.16. Incorporate family routines and activities to meet goals. (82%)
- II.17. Support families through transitions.(82%)
- II.20. Recognize and manage the emotional aspects of my work (e.g., with team members, children, families, community partners) (81%).
- II.4. Understand family dynamics, systems, and complexity. (80%)
- II.5. Involve families in all aspects of early intervention processes.(79%)

**25-50% reported, “No Exposure” at University/College for these items:**

- II.14 Work with interpreters.(50%)
- II. 3 Follow basic Birth to 3 laws and regulations. (40%)
- II.10 Conduct early intervention services in natural environments. (40%)
- II. 18 Work with other agencies throughout the transition process. (38%)
- II. 18 Work with other agencies throughout the transition process. (38%)
- II.13 Work with linguistically diverse English language learners. (34%)

II.17 Support families through transitions. (34%)

II.22 Provide service coordination to families served by early intervention. (32%)

II.2 Participate in the IFSP process (e.g., evaluation/assessment, goal writing). (32%)

II.16 Incorporate family routines and activities to meet goals. (31%)

II.5 Involve families in all aspects of early intervention processes. (26%)

(Analysis to disaggregate by discipline and years of graduation in process.)

**20- 30 % reported they had “learned or practiced” these items:**

II.8 Utilize time management skills.(26%)

II.9 Understand the symptoms and etiologies of a range of developmental delays and disabilities.(26%)

II.19. Document work as required by law (e.g., reports, chart notes, plans). (23%)

II.11 Work as a member of a team with people in my own and other agencies. (22%)

II.4 Understand family dynamics, systems, and complexity. (20%)

**An addition 35% reported they had “Gained Some Skills” for these items:**

II.1 Provide specific intervention skills/strategies for specific outcomes (e.g. independent feeding, increased play skills, better communication, changes in behavior). (55%)

II.6 Assess children's development within the context of their natural environments.(43%)

II.15 Work with children with complex health care needs.(42%)

II.7 Utilize culturally and disability appropriate evaluation/assessment processes.(41%)

II.21 Access resources to meet family and children outcomes.(36%)

II.12 Work with families from diverse cultural/ethnic backgrounds. (36%)

II.2 Participate in the IFSP process (e.g., evaluation/assessment, goal writing).(36%)

II.16 Incorporate family routines and activities to meet goals.((35%)

II.20 Recognize and manage the emotional aspects of my work (e.g., with team members, children, families, community partners).(25%)

**At least 30% reported they had “Gained Awareness” of these items:**

II.12 Work with families from diverse cultural/ethnic backgrounds.(45%)

II.4 Understand family dynamics, systems, and complexity. (36%)

II.20 Recognize and manage the emotional aspects of my work (e.g., with team members, children, families, community partners).(35%)

II.21 Access resources to meet family and children outcomes. (34%)

II.13 Work with linguistically diverse English language learners. (35%)

II. 5 Involve families in all aspects of early intervention processes.(33%)

II.15 Work with children with complex health care needs.(32%)

#### **ON THE JOB TRAINING (OJT)**

**At least 60% reported they had “Gained Some Skills or Learned or Applied Independently” these items:**

II.11 Work as a member of a team with people in my own and other agencies. (67%)

II.10 Conduct early intervention services in natural environments.(65%)

II.1 Provide specific intervention skills/strategies for specific outcomes (e.g. independent feeding, increased play skills, better communication, changes in behavior).(64%)

II.2 Participate in the IFSP process (e.g., evaluation/assessment, goal writing). (64%)

II.19 Document work as required by law (e.g., reports, chart notes, plans). (64%)

II.8 Utilize time management skills.(63%)

II.4 Understand family dynamics, systems, and complexity. (61%)

II.6 Assess children's development within the context of their natural environments.(60%)

**No more than 12% reported “No Expose” OTJ to these items:**

II.14 Work with interpreters.

II.12 Work with families from diverse cultural/ethnic backgrounds.



## PROFESSIONAL DEVELOPMENT

**20-45% “Gained some skills” or “Learned or applied independently” these items:**

II.7 Utilize culturally and disability appropriate evaluation/assessment processes.(45%)

II.12 Work with families from diverse cultural/ethnic backgrounds.(44%)

II.22 Provide service coordination to families served by early intervention. (43%)

II.20 Recognize and manage the emotional aspects of my work (e.g., with team members, children, families, community partners). (42%)

II.13 Work with linguistically diverse English language learners.(28%)

II.14 Work with interpreters.(24%)

## **EMPLOYMENT**

In this section of the survey we're interested in learning about the benefits and supports available to you in your place of employment.

III.1. Employment Benefits/Advancement	Opportunity available at my agency/place of employment	Have benefited from these opportunities
A. Movement toward more complex job responsibilities <b>with</b> an increase in salary	Yes 61 (30%)  No 107 (52%)  Don't Know 27 (13%)  Left Blank 9 (4%)  TOTAL 204 (99%)	Yes 55 (27%)  No 114 (56%)  Don't Know 11 (5%)  Left Blank 24 (12%)  TOTAL 204 (100%)
B. Movement toward more complex job responsibilities <b>without</b> an increase in salary	Yes 97 (48%)  No 68 (33%)  Don't Know 26 (13%)  Left Blank 13 (6%)  TOTAL 204 (100%)	Yes 82 (40%)  No 83 (41%)  Don't Know 12 (6%)  Left Blank 27 (13%)  TOTAL 204 (100%)
C. Advancement in my position classification	Yes 57 (28%)  No 117 (57%)  Don't Know 20 (10%)  Left Blank 10 (5%)  TOTAL	Yes 50 (25%)  No 116 (57%)  Don't Know 11 (5%)  Left Blank 27 (13%)  TOTAL

	204 (100%)	204 (100%)
D. Promotion	<p>Yes 45 (22%)</p> <p>No 124 (61%)</p> <p>Don't Know 23 (11%)</p> <p>Left Blank 12 (6%)</p> <p>TOTAL 204 (100%)</p>	<p>Yes 36 (18%)</p> <p>No 132 (65%)</p> <p>Don't Know 10 (5%)</p> <p>Left Blank 26 (13%)</p> <p>TOTAL 204 (101%)</p>
E. Salary/pay increases as a result of increased education	<p>Yes 47 (23%)</p> <p>No 120 (59%)</p> <p>Don't Know 24 (12%)</p> <p>Left Blank 13 (6%)</p> <p>TOTAL 204 (100%)</p>	<p>Yes 34 (17%)</p> <p>No 127 (62%)</p> <p>Don't Know 17 (8%)</p> <p>Left Blank 26 (13%)</p> <p>TOTAL 204 (100%)</p>
F. Increased responsibilities as a result of increased education	<p>Yes 69 (34%)</p> <p>No 92 (45%)</p> <p>Don't Know 30 (15%)</p> <p>Left Blank 13 (6%)</p> <p>TOTAL 204 (100%)</p>	<p>Yes 56 (27%)</p> <p>No 113 (55%)</p> <p>Don't Know 12 (6%)</p> <p>Left Blank 23 (11%)</p> <p>TOTAL 204 (99%)</p>
G. Salary or pay increases based on merit	<p>Yes 64 (31%)</p>	<p>Yes 53 (26%)</p>

	No 103 (50%)  Don't Know 24 (12%)  Left Blank 13 (6%)  TOTAL 204 (99%)  	No 111 (54%)  Don't Know 13 (6%)  Left Blank 27 (13%)  TOTAL 204 (99%)  
H. Salary or pay increases based on years of employment	Yes 112 (55%)  No 65 (32%)  Don't Know 14 (7%)  Left Blank 13 (6%)  TOTAL 204 (100%)  	Yes 98 (48%)  No 79 (39%)  Don't Know 5 (2%)  Left Blank 22 (11%)  TOTAL 204 (100%)  
I. Salary or pay increases for all adequately performing employees	Yes 123 (60%)  No 31 (15%)  Don't Know 36 (18%)  Left Blank 14 (7%)  TOTAL 204 (100%)  	Yes 115 (56%)  No 42 (21%)  Don't Know 22 (11%)  Left Blank 25 (12%)  TOTAL 204 (100%)  
J. Union membership	Yes 41 (20%)  No 142 (70%)  Don't Know 8 (4%)  Left Blank 	Yes 33 (16%)  No 126 (62%)  Don't Know 15 (7%)  Left Blank 

	13 (6%)  TOTAL 204 (100%)	30 (15%)  TOTAL 204 (100%)
K. Other forms of pay increases	Yes 37 (18%)  No 108 (53%)  Don't Know 47 (23%)  Left Blank 12 (6%)  TOTAL 204 (100%)	Yes 36 (18%)  No 110 (54%)  Don't Know 29 (14%)  Left Blank 29 (14%)  TOTAL 204 (100%)
L. Access to health care and other related benefits	Yes 174 (85%)  No 14 (7%)  Don't Know 3 (1%)  Left Blank 13 (6%)  TOTAL 204 (99%)	Yes 144 (71%)  No 34 (17%)  Don't Know 4 (2%)  Left Blank 22 (11%)  TOTAL 204 (101%)
M. Paid vacation and holidays	Yes 187 (92%)  No 4 (2%)  Don't Know 0 (0%)  Left Blank 13 (6%)  TOTAL 204 (100%)	Yes 170 (83%)  No 11 (5%)  Don't Know 1 (0%)  Left Blank 22 (11%)  TOTAL 204 (99%)

# PROFESSIONAL DEVELOPMENT/CONTINUING EDUCATION

**I meet the professional development/continuing education requirements for licensure in my field by:**

(Check all that apply.)

Choice	Count (Percentage)
Attending workshops and conferences	178 (87%)
Taking university/college courses	111 (54%)
Having a professional development plan	21 (10%)
Maintaining a developmental portfolio	11 (5%)
Other	10 (5%)
Maintaining an electronic portfolio	2 (1%)

Range: 0- +\$1,500 (unlimited)

**In my agency/program of employment, the following resources are available to support my professional development:**

(Check all that apply.)

Count (Percentage)	Choice
178 (87%)	Time to attend training events
175 (86%)	Funding to attend training events (workshops, conferences)
139 (68%)	Time to share new learning among staff members
125 (61%)	Agency/program staff inservice
53 (26%)	Funding for university courses

Work Place Support Activities	The following are available to me in my agency/program of employment:	The following would make my job easier/help me feel more supported. (Click up to 3 choices below.)
A. Routine time for team meetings	Yes 168 (82%)	Checked 39 (19%)
B. Regular meetings with a supervisor	Yes 135 (66%)	Checked 32 (16%)
C. A supervisor who understands my job	Yes 146 (72%)	Checked 45 (22%)
D. Someone to support me as a mentor	Yes 91 (45%) No 91 (45%)	Checked 42 (21%)
E. A clear position description	Yes 155 (76%)	Checked 13 (6%)

F. Adequate access to computers for tasks such as e-mail, Internet research, and word processing	Yes 154 (75%)	Checked 30 (15%)
G. Adequate access to other technology (e.g., cell phones, pagers, PDA)	Yes 121 (59%) No 71 (35%)	Checked 23 (11%)
H. Opportunity to be a mentor	Yes 93 (46%)	Checked 4 (2%)
I. Access to resources to support culturally and linguistically diverse children and families	Yes 132 (65%)	Checked 36 (18%)

**If you hold a DPI license, do you know how the new DPI PI34 guidelines will affect your licensure?**

Count (Percentage)	Choice
27 (13%)	Yes
73 (36%)	No
103 (50%)	Left blank
203 (99%)	TOTAL

<b>PI34</b> <i>Your responses to this section will help us with our statewide planning. Whether or not you'll be affected by PI34, would you:</i>	
A. Be interested in developing a professional development plan?	Yes 86 (42%)
B. Be interested in having a mentor for your work in early intervention?	Yes 90 (44%)
C. Be interested in serving as a mentor for someone working in early intervention?	Yes 96 (47%)

## ***RETENTION OF PERSONNEL***

**Do you see yourself working in early intervention five years from now?**

Yes	134 (66%)
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No	17 (8%)
Don't Know	38 (19%)
Left Blank	15 (7%)
TOTAL	204 (100%)

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**Why you think people may have left their jobs in early intervention.**

Count (Percentage)	Choice
92 (45%)	1. Took another job in another setting
81 (40%)	2.. Didn't like the travel required for home and community-based services
77 (38%)	3. Had concerns about/problems with salary and benefits
71 (35%)	4. Family priorities
68 (33%)	5. Took another position that offered more opportunity
54 (26%)	6. Had personal reasons unrelated to early intervention